

MINUTES
Maine *Learning Results* Review Advisory Committee
October 18, 2005
103 Cross Building, Augusta, Maine

In attendance: Anita Bernhardt, Tom Major, Deborah Howard, Karoldene Barnes, Becky Berger, John Wright, Bonnie Fortini, Ellie Multer, Josh Nadel, Peggy Rotundo, Dan Hupp, Jackie Norton, Nancy Perkins, Janice Lachance
Greetings/ recorder for meeting: Nancy Perkins

1. Anita welcomed everyone to today's meeting and introduced two Bates students - Christina Chmura and Meg Kinney-who were joining us for the morning. Representative Jackie Norton who is on the Education Committee in the Legislature was introduced and will be joining the Advisory Committee.
2. Anita led the committee in determining the dates for future meetings:
November 17 December 13 January 24
February 21 March 28 April 25
May 23 June 27
3. Minutes of the last meeting were reviewed.
4. Anita reviewed the Phase-in Recommendations and Impact Issues. These are the recommendations that go to Sue Gendron. The discussion focused:
 - Josh's concerned about the composition of some kind of guide that would accompany the "purpler book". The guide should include what the intentions were in the changes that were made to the old MLR document.
 - The last section of Phase- in Recommendations and Impact Issues mentions a hotline as a means of communication around the new MLR document. This opened a dialogue about ----staffing for the position(s), consistency of answers. Would we be better to solicit questions and have a Q&A site? Would a CD sent to all teachers solve this? Would a CD limit timely updates? How to have expert responses to questions, closing with- if we do not have the capacity to do this effectively, don't do it. A key element was to keep the direct communication between the teacher and DOE. Anita will clarify the feelings of the group in the recommendations to the Commissioner. Anita reviewed the purpose of the on-line resource as an opportunity to research

professional resources. It has the potential of being a virtual tour of information, but does have some technical problems to be worked out.

5. Anita reviewed the status of the content area panels. Math, ELA, and Health/PE will have two more meetings before the end of the year. These content area panels will review the feedback from the business focus groups on their rough drafts. The rough drafts from these three groups could go on line for feedback in January. The others will be beginning their work next week and should have rough drafts ready in February. This would allow the drafts of the new standards to sit on line for a couple of months providing time for feedback. This summer the content panels will be separated into content areas not grade levels for work on the interconnectedness of the document. These groups will be looking at where the content areas connect.
6. Anita posted the Proposed Revised Guiding Principles on sheets of paper around the room and requested that we look at them through a new lens which meant ranking them according to our own personal/professional needs. C (Creative and Practical Problem Solver) and F (Integrative and Informed Thinker) showed a pronounced diversity in responses. The question then became who else should we ask to review this.
 - Karoldene suggested that it go to the Business Focus Group for their perspective on what is essential and what is not essential plus what needs clarity.
 - Janice asked the Bates students how they felt about the Principles. Christina felt that the principles were good, but did we have the resources to fully implement the technology component across the state. She questioned the role of service learning under D and whether it was being put into the real world.
 - The discussion moved to how the Principles would be interpreted by individuals. What connotations would be put on them? Bonnie suggested that the national data be used to help in this evaluation.
 - The group discussion shifted to listing additions to the Principle format that would ease in tabulating results. Suggestions ranged from two columns for parent groups to respond in (one for parent and one for their children) , a section on the one given to business that would include years in the workplace (1-5, 6-10), and the addition of the word OTHER to allow for what they felt should be there. Additions to the groups beyond the parent group receiving the Principles for evaluation were secondary students, college students, business leaders, and workers. Anita will be forwarding a form to Tom, Karoldene, Bonnie, Becky and Deborah to use with their students. Anita mentioned that all feedback would have to be done by the end of December. Ellie pointed out that the word-smithing should not be done until all surveys had come back from these groups.
7. Anita reviewed the responses from the Business Focus Group to the Math and ELA rough drafts. Nine responded on the ELA and six responded to the Math. After reviewing their responses (most were very supportive), the discussion turned to who was represented in the business group. Peggy noted that we needed the breadth of the

business world represented and we needed to make sure that the entrepreneurial side of business in Maine was represented. Anita asked if we needed larger groups and suggested that we needed to maintain an overlapping consistency within groups to provide dependable numbers of responses. Larger focus groups of business need to include the health sector, financial services, non profit, retail, and insurance, not forgetting the entrepreneurial side. John noted that the larger businesses have an entrepreneurial aspect within their companies. In order to entice the business community to be part of the focus groups, we may need to appeal to their civic responsibility (Jackie) or use a different setting that would address more focused sections in a shorter timeframe (Nancy).

8. Anita discussed taking the input from the Business Focus group back to the Content Area Panels. Again most responses were 3 or 4, which is very consistent. The business group perceived that statistics it was essential and missing from Mathematics. The message to the Content Area Panel should be - why is this important in the MLR? Tom felt that understanding of statistics was an important part of public media. Becky added that understanding was basic to citizenship. Anita would respond to the Content Area Panel that statistics are critical to Citizenship and the Guiding principles. Anita reemphasized that the MLR will show what all students need- what is essential for all kids.
9. There was discussion about the possibility that the Chancellor's group might have different interpretations on how important certain items were. Their focus is college entry level readiness which is a slightly different focus. Josh and Ellie questioned why the groups were not working together earlier on and why there were not clearer links. Anita responded that the groups work hard to stay connected but have somewhat different purposes but have been working together since each of their creation.
10. Anita summarized the work of the Instructional Context Group. This group will meet again in December and will focus on the research on context and classroom settings for teachers. It is the goal of the group to develop case studies will be provided for use in professional development. Condensed versions of cognitive research will be available. The intent is to make learning experiences more meaningful. The current group consists of Jim Moulton-Service Learning, Paige Keeley-Math/Science Alliance, Fran Rudolph- KIDS Consortium, Ryan Bradeen-Multicultural Professional Development, Katie Bower- 5th grade teacher from Camden, Patrick Phillips, Bayard Brokaw- George Stevens Academy
Suggested potential members: Ellen Holmes- work with NASA, Derek Pierce- Expeditionary Portland high school, Donna Curry- contextual learning, Chris Toy- middle level project....
Suggested Agencies/areas- state archaeological digs, special education, state parks, Gray Animal Farm, state museum, special arts projects, principal of REAL school, environmental science

11. Anita asked Jackie the best way to get information to the Education Committee. Jackie responded that the Commissioner could bring Anita to one of the Report Back sessions.

12. The meeting closed with a final look at future needs:

- an implementation schedule;
- a special education focus group;
- an alignment study of the new MLR with the LAS, MEA, SAT which would occur in the fall.
- a public relations campaign will be needed to keep the media informed.

Anita will be meeting with Rob Walker of the Maine Education Association to discuss a DOE/ MEA "road show" in the spring and an update for the MEA Executive Board.

The meeting adjourned at 2:45 p.m.